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ABSTRACT

Written from a conservative perspective, this handbook provides practical advice to "parent activists" who wish to organize groups to influence or oppose school policies. Each of the six "steps" is presented in a question-and-answer format, followed in certain instances by "example cases" and attachments. Step one, "Choose your battle," provides guidelines for establishing the purpose and objectives of a parent group. Step two, "Create your organization," covers such initial concerns as recruiting members, naming the group, appointing officers and bylaws, and meetings. Step three, "Choose a course of action," provides tactics for putting pressure on decision-makers, building a broad coalition of supporters, and anticipating "attacks" from the liberal opposition. Example cases are provided, along with the following attachments: a worksheet for creating an action plan, tips on writing a newsletter, and a sample of such a newsletter entitled "Christian Impact" from Arlington, Virginia. Step four, "Publicity," provides guidance on press relations, media encounters, and press releases. Three examples of effective press releases are included. Step five, "Minor and major events," provides advice on staging public meetings, publicizing them, mailing lists, guest speakers, debates, and radio talk shows. An attachment provides a timeline for public meetings. Step six, "Future possibilities," provides guidance on establishing realistic goals and following up on successes. A story about an Oklahoma "Parents' Rights" bill is attached, and a lengthy bibliography is included. (TE)

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ORGANIZING AN EFFECTIVE PARENT GROUP

ACTION KIT #1

AMERICAN EDUCATION COALITION

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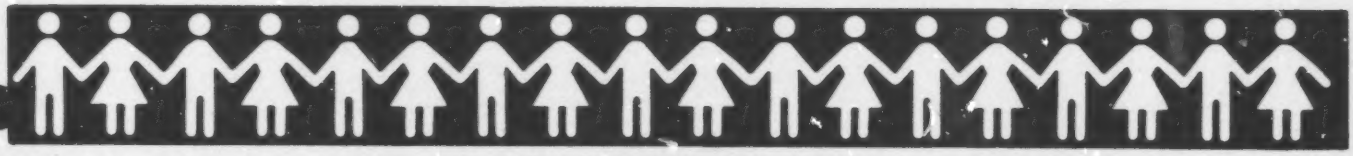
EA 017 288



AMERICAN★EDUCATION★COALITION

AN EDUCATION DECLARATION

We the undersigned hold these principles to be critical to the reform of education in America.

1. **Parents** have the primary, inalienable right to educate their own children according to their own religious, moral and cultural values; they delegate but do not abdicate that right to schools and teachers.

2. **Children** should receive a quality education. Parents and teachers should be mutually committed to provide that quality education.

3. **Teachers** are entrusted with the awesome responsibility of teaching future generations of Americans. Teachers need the support and cooperation of parents. A safe school environment is essential to the dignity and effectiveness of teachers. Superior teachers should be rewarded; incompetent teachers should be removed. The measure of a teacher's ability is not whether the teacher has paper credentials, but whether children are learning. Because teacher strikes cause irreparable harm to children, and because public school teachers are public employees, teacher disputes should be resolved by other means.

4. **Local Control** is the backbone of American public education. Large schools and large school districts are not conducive to education, community values, or parental influence, and therefore should be decentralized. Authority should be retained at the local level where schools as diversified as the needs of children in the community can be encouraged.

5. **Judicial Activism** interferes with sound educational policy. Courts must not substitute their judgment for others in educational matters that are primarily the concern and responsibility of parents, teachers, and school administrators.

6. **Discrimination** on the basis of race is wrong. Minorities have been most victimized by poor education and would benefit most from an improved educational system.

7. **Discipline** is essential to quality education. School administrators must take appropriate disciplinary action, including suspension or expulsion of disruptive students, in order to maintain an educational environment free of drugs, alcohol, violence or other harmful influences. Disruptive students must not be allowed to deprive their peers of a quality education. Parents, who are primarily responsible for instilling discipline in their children, should cooperate with school administrators and teachers in maintaining firm discipline.

8. **Reading,** writing, science, and mathematics are basic to a quality education. Students should be taught the traditions of Western culture as well as principles of self-government and patriotism. Students should be promoted only when they have mastered the basic requirements for promotion. "Social promotion" leads to functional illiteracy and otherwise harms the child.

9. **Controversial Issues** such as school prayer, sex education, values clarification, creation science, busing, and textbook selection can be resolved only when parents are directly involved in the decisions on these issues.

10. **Parental Choice** of public or private education should be available to all, not just the wealthy. To mitigate the unfair financial burden that parents are required to bear if they send their children to private schools, tax deductions, credits, or vouchers should be provided.

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ORGANIZING AN EFFECTIVE PARENT GROUP

Q: What is a concerned parent?

A: Any parent with a child who attends school--or a child out of school, for that matter--who suspects that all is not rosy in the big red brick schoolhouse. This may be a dawning realization that something is wrong with her children's education, or a particular disapproval of school or school board policies, or a general suspicion of the continually rising tax assessment.

Q: What is a parent activist?

A: A concerned parent who recognizes that if he or she doesn't do something, no one else will either. Thousands of parents have come to this same conclusion, all across America--in Alaska, Arizona, Alabama, Wisconsin, New York, Texas and on and on. There probably is not a single state in the union without at least one parent group, and some states may boast 20 or 30 or 50.

Parent activists are of all kinds: working wives or full-time mothers, Ph.D.'s or sixth-grade dropouts, Christians or Jews or agnostics, professionals or blue-collar workers, rich or poor, politically involved or heretofore oblivious to politics.

Their ages vary as do their levels of involvement. They are usually very busy people with not a lot of spare time but they all have one thing in common--concern for the public school system and America's youth.

Q: What do parent activists stand for?

A: They want public schools to give the best possible education to all America's children. They want their children to have at least as good an education as they themselves had. They want the basics stressed--reading, writing and arithmetic. Concerned parents want their children to grow up with high moral standards, based on absolute moral values. They want the schools to develop their children's intellects and maybe their athletic skills, leaving the responsibilty for social adjustment and personality development where it belongs--in the home.

Q: What do parent groups see as the reason public schools have gone downhill in the past few decades?

A: Parent groups know pretty definitely what has put the public schools into such bad shape: federal funding and control, lack of discipline, neglect of the basic, affective education and radical teacher activism.

Q: What do they see as solutions to these problems?

A: Ideally, the phasing out of federal aid. Locally, parent activists work for requirement of some courses (such as a mandatory four year English program) and abolition of others (sex education classes). In general, they work for increased parent participation. Even if their own public schools are so bad that they must send their children somewhere else, parent activists are not usually willing to give up on the public schools.

Q: Why are parent activists sometimes called parents' rights activists?

A: Because parents bring children into the world and therefore have primary responsibility for their upbringing. Teachers and educational administrators somehow manage to overlook the parental role, and give to themselves decisionmaking power over a child's future. Whether the decision is to adopt innovative and controversial classes, or to buy textbooks that contain profanity and ridicule the values and practices of certain ethnic, religious and racial groups, or to classify a student as "learning disabled" against the wishes of the parent, or to teach the child reading by word memorization instead of phonics--these are decisions in which parent activists feel they have a right to be heard, in consultation with educators, perhaps, but ultimately in their own right. After all, as parents they are responsible for the consequences of those decisions.

Q: Can I organize a concerned parents' group?

A: Absolutely! Gather together two, five, fifteen or fifty concerned citizens and follow the plan we have outlined. You will be pleasingly surprised to realize how much of an impact a concerted effort can have.

Q: How often should we meet?

A: Enough to accomplish your purposes it probably will be at least once a month but more regularly when you're on a big project.

Q: What if there are already one or two parents' groups in my area?

A: There can never be too many but do stay in touch with existing groups and work together with each other as you go along. You can benefit each other in many ways, including borrowing each other's mailing lists, turning out for each other's events, etc.

STEP ONE: CHOOSE YOUR BATTLE

Q: Should our group formulate a philosophy?

A: Yes, this should be done early on and it basically should be a 'parents' right philosophy'. When parents turn their children over to public schools they are, in effect, giving the schools the responsibility (not the control) for educating their children, keeping in mind that it's the parents' primary right and responsibility ultimately, for the end result of that educative process.

Q: Don't educators basically think along these lines?

A: No, sadly enough they don't. If the public school establishment did believe in that fundamental point, there would be few disagreements or problems.

Q: Should our group have a statement of purpose?

A: Yes, definitely take the time in your initial meeting to hammer one out. It should basically do the following things--

--be an affirmation of the primary right and responsibility of the parent to educate their child.

--state that the major decisions effecting their children in the context of the public school, should be in the hands of the school board, which should be responsive to the concerns of the parents.

--state that schools are chartered to carry out the above mentioned responsibility for the parent, within the framework of the parents' expectations.

Q: If we are a single issue group, should our statement of purpose reflect that single issue?

A: No, your statement of purpose (like your group name) should be general enough so that it could apply to several different issues. You may find that there are other issues you'll wish to work on and you won't be faced with changing your name and rewriting a statement of purpose.

Q: When implementing the tactics, techniques and strategy that we will be using, should we focus on being either all negative or all positive?

A: No, try to have a good mixture of both. You don't want to be perceived as extremely negative and thus, unsatisfiable; nor, do you want to be perceived as pushovers that don't need to be taken seriously. Try to be very upbeat and positive and you will be perceived as such.

Q: Should we limit our focuses to include only the issue we will be addressing?

A: No, you should have some general underlying focuses that would include-
--desire to see the schoolboard deliberate its policies through consultation with all segments of the community.
--desire to assist the schoolboard towards that goal.
--desire to see the curriculum of the public school constructive and supported by a broad range of the community.
--give your schoolboard incentive to be more responsive to your concerns by acting as a watchdog group over it.

Q: What segments of the community should be taken into consideration?

A: All of them--the public school system must represent all segments. That includes parents, children, civic organizations, businesses, teachers, administrators, churches and even teachers unions. The schools, and specifically the schoolboard, should be responsible to all elements of the community that are touched by the conduct of the public school policy.

Q: How should we decide on which issue to pursue?

A: Sometimes, there will be one issue that is of such dramatic concern that you won't have to decide when you are confronted with a variety of projects. Discuss with your group the various issues that are of concern. Consider the pros and cons of tackling each issue and come up with a mutually agreed upon course of action that all of your group members support. Be sure that when you decide on your solution, it is a resolution that can realistically be implemented on a local level. And don't shy away from issues that seem unobtainable. In Exp. case #2, Mrs. Lockwood proves that a little perseverance and diligence goes a long way!

STEP TWO: CREATE YOUR ORGANIZATION

Q: How do I begin?

A: A parent group starts with one person. All you need are yourself and another parent, and a name. The sensible thing to do is call togetner a meeting of four or five people (men and women) whom you know and whose judgement you trust.

Q: What kind of people should I ask to join the group?

A: Try to get friends and/or acquaintances from different backgrounds. (Don't get all 20 of your founding members from one religion e.g., Catholic, Southern Baptist. That would make it appear that you are an extension of that group.)

Look for busy, competent people to recruit. Involved people usually know how to organize their time and keep a commitment. You want people who are outgoing, organizers, hard workers, patient, ideologically sound and sensible.

Q: Should we have a name for the group?

A: Yes, that's the next step. Agree upon a name. When choosing it, don't make it so ordinary that it will be readily forgotten, but don't make it so cute that a casual observer assumes that it's a joke either. The name should reveal something of the purpose of the group, and can be as specific as the organization. Thus, "Parents for Better Schools" is a good name, but "Parents Opposed to Secular Humanism" is more specific. However, the latter group, the acronym of which is POSH (don't neglect to consider acronyms), would be less justified in taking a stand on phonics instruction than would "Parents for Better Schools", the title of which suggests a broader purpose.

Do be careful of "red flags" or "buzz words"--try not to use them.

Q: Should we vote on officers and by laws?

A: You will find your ability to work together over an extended period of time to be maximized if you will agree on mutual assigned responsibilities and avoid the creation of a formal structure. This will also help you to avoid 'turf battles' that sometimes occur.

Q: Are there any exceptions to this?

A: Yes, if you expect to handle any amount of money, you may want to open a bank account. Ordinarily to do this you need the signature of two officers and a copy of the minutes authorizing the account. The bank will provide you complimentary checks when you open a new account.

Q: How large of a group should we aim for?

A: Not all groups want or need members; if you are such a group, you know it. In general, local parents' groups with broad multiple purposes should look for as many productive members as possible. Remember, you will be trying to impress the school board with how many parents are concerned about a given issue. That takes people. You may want to get active in school board electoral politics. That takes people. Other projects, too, need people to carry them out.

Q: How often should we meet?

A: Have a set date on which you regularly meet (such as the second and fourth Tuesday night of each month), then decide at each meeting when the next session will be. Try to have your meetings in the same place, at the same time, on the same day of the week, the same week of the month.

Have someone in charge of making 'reminder calls' a few days before each meeting. Make sure your members know the specifics. Usually, the more organized a group is, the more effective. If you can get your members to agree on a set day and location, it will help you avoid much confusion later down the road.

STEP THREE: CHOOSE A COURSE OF ACTION

Q: Won't our group be ineffective if we aren't politically astute?

A: By whose definition? Yes, parents need to develop some political savvy but that can be learned. To know the nature of the beast (in this case, the educational establishment) you will need a firm understanding of the type of people and issues you'll be dealing with.

Q: This sounds big. What's the next step?

A: Study their arguments--know their rhetoric. Much of what concerned parents have trouble with stems from liberalism in educational and political theory. In order to be familiar with the liberal mentality, it might be wise to subscribe to several liberal newsletters or tabloids. Examples: People for the American Way; your state affiliate of the National Education Association and the national organization; the National Organization for Women; the American Civil Liberties Union.

Q: How do we choose and implement a course of action?

A: First, choose a realistic goal. Secondly, devise a long-term strategy and short-term tactics. See Attachment A for a structured outline that might help in your production.

Q: What are some basic guidelines to follow when implementing the plan?

A: Always have an objective, a fall-back objective, strategy for achieving both objectives and tactics for carrying out the strategy.

Q: What are some good tactics?

A: They will vary, but basically, good tactics are those that work! A good tactician understands what makes decisionmakers tick. You will have to think of yourselves as a "lobbyist," a person who communicates to decisionmakers what he wants them to do and persuades them to do it.

Q: How will we best do this?

A: First, you need to understand the pressures that confront decisionmakers (administrators, educators and school board members). This is your competition. You have to apply counter-pressure until they decide the way you want.

Q: How will our group best be able to coordinate our efforts?

A: By communicating--this way you are sure that you're all singing off of the same sheet of music.

Q: What are the most effective ways to communicate?

A: Have regular, personal contact with your leadership. This can be done on the phone, if you are in a rural area, but preferrably in person. Also have effective communication with the decisionmakers you are trying to influence. Meet with them in person so that they can recognize that you are intelligent, stable, concerned members of the community. Good form of communication is a parents' group newsletter. Make it brief, factual and very readable. See Attachment B.

Q: Should we be satisfied with the founding members, or continually try to expand?

A: Expand and build a coalition. Remember, there truly is strength in numbers and credibility. Try to include all segments of the community in your coalition--that will include businessmen, civic leaders, church leaders, etc. Politicians too, are often interested in school concerns if you approach them without hostility. Your appeal should be directed to the general public.

Q: Won't we be labelled as a religious group if we get the churches involved?

A: Not if you keep your purpose clearly in the forefront. You may find that much of your support will come from church-going folk because those folk really care about our nation and its children. Be as broad as possible in your religious outreach and touch bases with all the various denominations in your community.

Q: If we diversify the coalition by bringing in different denominations won't we have to cater to each one's wishes?

A: Not if you are broad in scope and clearly working for solid principles of education reform that the community will support. Always remember your parent group is trying to change policy, not to win converts to a church.

Q: The more we diversify, the broader the scope of complaints and concerns will be, won't it?

A: Not if from the beginning you project a positive attitude. Don't let your parents' group ever be a place where people come to vent their frustrations

A: against the public school system. It should be an upbeat, action-oriented organization. You want to be responsive to the community needs. Focus only on things you can do something about.

Q: Is there a chance we might be verbally attacked?

A: More than just a chance, it's a probability. That's when you'll know you're effective--hitting nerves, so to speak.

Q: From what sources should we anticipate the attacks coming?

A: Most likely, attacks will come from such sources as teacher unions, administrators, local businessmen with conflicting interests (e.g., arcade shop owners, head shop owners), American Civil Liberties Union, People for the American Way, National Organization for Women, etc.

Q: What will the nature of the attacks be?

A: You must remember that up to now, when the education establishment is criticized, it has the tendency to isolate and pinpoint its opposition, labelling them small, right-wing extremists with big agendas and small minds. The consistent record that is played by education establishment is that any opposition to them is outside the mainstream of the community and always right-wing fundamentalists!

You'll be labelled censors, reactionary, arbitrary, extremist, unreasonable. They'll align you with (and accuse you of being front organizations for) groups such as Eagle Forum, Moral Majority, Conservative Caucus - even the Ku Klux Klan.

Q: What is the best way to deal with this?

A: Unless you address it from the beginning, you'll never get beyond it. Make sure that all of your members know what to expect and you might even apply the "framing theory" to this and publicly predict their reaction. When they ask you what inspired your group's formation, cite the local problem that impelled you to action. Try an injection of humor.

The key is responding with humor and poise. Always take the higher moral ground--don't go to your opposition's level when counter-attacking.

A: Don't let the opposition set the mood for debate--change the focus of the discussion to what you want to talk about. If they accuse you of being a "right-winger," don't try to argue you're political identity -- simply respond by saying, for instance, "I don't know whether that means you're a 'left-winger' but why do you think parents have no rights? That's what we're talking about here."

Q: What are other ways to deal with this?

A: Always emphasize your research. This is why the factual foundation of your group is important. You can't go out and just say "this sex ed program is rotten"--it won't work. You must be able to present a solid argument about why you are taking a stand on the issue. That's where your resources come in. Cite examples and authorities that are solid argumentations, based on solid premises. Example: A parent group could fight an effective sex ed battle by using two good sources such as Know Your Body by Dr. Charles Norris and Evaluating Your Child's Sex Ed Class by Judith Echaniz (see bibliography). Cite the well-regarded psychologist Bruno Bettelheim, for instance, who has severely criticized sex ed.

An important point to remember: try to have a positive alternative. Don't be caught always on the negative side. You might, for instance, want to suggest getting a certain course introduced into your school's curriculum, rather than just trying to get an objectionable one eliminated.

**The following are examples of projects your group might find worthwhile.

Example case #1

What is the proper course of action when you have a concern and want to speak with the "proper authority?" Who is the "proper authority?"

In the major portion of any problems, the proper authority would be your child's teacher. An example might be: you realize that your son is behind other children of his age in reading skills and you make an appointment with his teacher. Undoubtedly there are some teachers (and administrators) with superiority complexes who look on parents as objects of scorn. It would not be fair, however, to cast all educators in this mold; many teachers are anxious to be on good terms with parents, and many administrators are quite concerned when they hear of parental dissatisfaction.

After confronting your son's teacher, she assures you that your concern is not well founded, you're over-reacting and really blowing things out of proportion. She's probably hoping you will be embarrassed and intimidated, and decide to go home and leave it at that. But, you are genuinely concerned and wish to pursue the matter.

You then go to your son's principal. You ask to see your son's comprehensive file-- every child has one and you do have the right to see it. (That right is guaranteed in the Buckley Amendment which is part of The Family Educational Rights and Privacy Act. It can be found in Section #438 of the General Education Provisions Act; and the entire section can be found in the U.S. Code Title XX Section #1232G.) You compare his achievement test scores with the norms and find that he is 2-3 grade levels below the reading level he should be. The principal launches into a lecture about the irrelevancy and meaninglessness of standardized achievement tests. You don't back down--you begin questioning the method which the school uses to teach reading and discover it's "word method" or "word guessing" instead of phonics. When you ask to see the reading primers, he refuses.

At this point, you have exhausted all avenues except the final one--the school board. You gather your forces, and collect your information. Then you find out when the next school board meeting is and begin preparation for the encounter. (This is where your action kit comes in handy.)

Example Case #1 (cont.)

Sample objective: Ask for a remedial phonics program for poor readers.

Fall-back objective: Have phonics incorporated into the already existing word method class. This is your compromise position.

EXAMPLE CASE #2 WHAT DIFFERENCE CAN ONE PERSON MAKE?

Below is a prime example of how effective one person can be:

> Eileen Lockwood of Shorewood, Wisconsin, through perseverance and hard work, not only changed the procedure by which her local elementary school used their library funds, she is also responsible for the re-instatement of Latin into the curriculum in the entire state of Wisconsin.

"The first problem I encountered was when Atwater Elementary School received a new principal who decided our students should learn reading and spelling from a machine. The biggest problem with this was the funding for these gadgets came from the school's library budget which was cut in half so that machines could be bought. The machines were intended to teach our youngsters by displaying a picture, then registering several answers. The student then picked an answer--for a right answer the machine made a bell-ringing sound; if wrong, the student heard a gong sound."

(If this sounds remotely familar to you maybe it's because it is a form of behavioral conditioning and modification--the kind that Pavlov did all of the experimentation with. The only difference is that he used dogs, the teachers at this school used elementary school children!)

"In trying to remedy this serious problem, I organized a bake sale to put books on the library's shelves--books that would have been there if they wouldn't have used the library money to buy machines. When I informed the other parents that gadgets were being bought with book money, they were furious! At that time I was the presiding president of our local PTA chapter and I used that 'bully pulpit' to circumvent the principal's strategy from being implemented. The PTA voted to restrict the library fund from paying the cost of the machines--concluding that the library fund should be used to buy books for the library. We didn't feel that this was an unreasonable (or radical) request.

The second problem I encountered began in the spring of '71 when my daughter registered for a Latin course. In August of 1971, I was informed that Latin would no longer be taught in Wisconsin state schools. This news prompted me to fight this school board decision. The school board

EXAMPLE CASE #2, cont.

did concede to reinstate Latin, if enough students enrolled to merit a class. That's all I needed. I began calling parents to see if their children were interested in signing up for Latin. After a few days, we finally had enough registrants and Latin was back in Wisconsins' classrooms.

Remember, today's students are tomorrow's leaders and we as concerned parents have the right and the responsibility to make sure that our schools are conducive to that vision."

Example Case # 3

A COMMUNITY CONFRONTS THE ISSUE OF HUMANISM

Within the framework of nationwide parental opposition to the teaching of the humanistic philosophy in tax-supported schools, the policy recently adopted by the Frederick county, Maryland, school board is of enormous importance. On July 7, 1976, the Board of Education of Frederick County unanimously adopted guidelines for all Frederick schools in "sensitive areas" of the curriculum.

The Guildelines issued are as follows:

1. Persuasive techniques based on the religion of humanism are not legitimate areas of curriculum in the Frederick County School System.
2. Valuing, values clarification, and moral education will not be taught in the Frederick County School System as courses in and of themselves or through a series of contrived situations without specific approval by the Board of Education.
3. Situation ethics, in a precisely defined religious sense, is not appropriate to public-school use and is strictly prohibited.
4. Group counseling, when conducted by carefully selected and trained personnel and stictly monitored by qualified consultants, will be offered to certain students who have obtained written parental consent.
5. Group therapy involving stated encounters which are used to break down behaviors and defenses so that more effective reactions can be constructed will be excluded from all curricular areas.
6. Survival games-the maturity level of pubic school students is such that these games would be of little benefit and cause undue emotional stress and as such are invalid techniques to use in the public schools in Frederick County.
7. Sensitivity training which involves encounter groups and in-depth analysis of personal feelings shall not be practiced in the public schools in Frederick County.
8. Programs of a sensitive nature likely to generate legitimate public concerns sould be screened by the appropriate subject-area supervisor or director.

Based on reports by Frederick citizens, a number of factors contributed to the adoption of this policy. Many dedicated teachers had expressed alarm at the increased use of experimental psychological techniques such as values clarification in the classrooms. Using a "low-key," person-to-person approach, concerned citizens informed their school-board members of the problems and urged consideration of a comprehensive policy to protect First Amendment rights. The successful adoption of the guidelines was in large part due to the exceptional leadership of the school-board president, Mrs. Frances Ashbury, a retired high-school English teacher.

Mrs. Irvin Williams, a Frederick parent active in the efforts to obtain a comprehensive school-board policy, commented on the Frederick policy as a possible model that other localities may wish to adopt. Mrs. Williams stated:

The policy adopted by our enlightened school board is a precedent that many communities may wish to adopt at the local level. Such a policy is particularly possible in areas where traditional basic education is valued by parents, teachers and school administrators.

The policy makes it clear that the constitutional rights of everyone in the community are to be protected and that these rights may not be violated by the introduction of formalized humanistic education programs.

The Frederick County School Board policy on sensitive areas in the curriculum is reproduced below as it appeared in the Frederick Post, July 8, 1976:

Following are the recommendations for statements of policy prepared jointly by the Curriculum Committee of the staff of the Board of Education:

PREFACE

Many promising and innovative practices and highly commendable instructional strategies are used daily within the school in Frederick County. The Board of Education wishes to acknowledge the contributions of the sincerely dedicated teachers within the system and to commend them for the consistency of quality reflected in their performance.

In occasional instances, certain educational practices and curriculum materials are brought to our attention that cause concern to members of the Board of education, the professional staff, students, and parents.

In an effort to assure that the best interest of students are met, it is important that these issues are addressed. It is for this reason and to clarify the board's position in reference to some highly sensitive areas that this policy statement has been prepared. This policy has been adopted as the result of interaction and conseses between board members and the Central Offfice staff. Information related to these policies and the policy statements follow:

HUMANISM

Background: One definition of humanism is "a way of looking at the world which emphasizes the importance of man-his nature or his place in the universe."

A humanist is one who believes that the welfare of the individual is more important than a strict interpretation of the law. It is possible to be a religious humanist who regards the individual and his problems as more important than a strict interpretation of religious law; an atheistic or secular humanist who believes that man is more important than the laws of society, but he does not believe in God; a legal humanist who sees the end result of the legal system as justice for the individual rather than a strict interpretation of the law; and an educational

humanist who will bend institutional rules to promote the welfare of children and whose slogan might well be, "fit the program to the child, not the child to the program."

While religious and atheistic or secular humanism may hold the same or similar beliefs about societal and religious laws, both relate or connect their reasoning and interpretation very closely to religious tenets.

Policy: Humanism as is related to the religious or irreligious life is the area of concern. Judaism and Christianity are built on absolute standards such as the Ten Commandments. Secular humanism is defined as a religion that denies the existence of god and bestows that role to the individual it grants maximum individual autonomy and implies the right to make life and death decisions.

Any persuasion of humanism that promotes a religious or irreligious belief is in violation of the constitutional separation of church and state. As a result, such persuasive techniques are not legitimate areas of curriculum in the Frederick County School System.

VALUES AND VALUING

Background: Valuing includes many processes by which individuals arrive at decisions of right and wrong and worth. Value clarification is a specific process developed by Louis Raths and his associates, which represents one of many open-ended procedures for arriving at value decisions. Moral education is a movement designed to educate individuals in making moral decisions at increasingly higher levels of sophistication. It is based upon research suggesting how people reason. It does not suggest by what procedure they should reason. It is recognized that in the educational process students will be exposed to a variety of values and value systems in cultural, social, and legitimate instructional materials and settings. Teachers, whenever they do anything, develop values. Students do observe the actions and behaviors of others and use them as examples in shaping their own values.

Policy: Valuing, value clarification, and moral education will not be taught in the Frederick County School System as courses in and of themselves or through a series of contrived situations without specific approval by the Board of Education. Contrived techniques should not be used for the indoctrination of values or to bring about social change or to explore social structures and inner conflicts that constitute an invasion of privacy. Valuing, as it naturally emerges in valid instructional settings, will be considered an appropriate and useful teaching strategy.

SITUATION ETHICS

Background: Situation ethics, according to Christian theologians, is not new. Its roots lie securely in the tradition of Western Christian morals. It presently embraces a renewed morality of loving concern for God and neighbors and is based on agape, that is, a love of which only god is capable, but which all men should try to emulate.

Situation ethics, according to the secular humanist, affirms that "ethics is autonomous and situational, needing no theological or ideological sanction. Ethics stems from human need and interest." Although this concept must not be promoted, the presentation of various opinions, ideas, and views held by individuals or groups in the past, present, or future is not forbidden.

Policy: The consideration of situations and circumstances that arise in curricular areas that cause students to engage in problem-solving activities and make resultant decisions, some of which have moral and social implications must be handled wisely and judiciously. Issues that invade one's privacy or cause emotional trauma must be avoided.

Situation ethics, in the precisly defined religous sense, is not appropriate to public school use and is strongly prohibited.

GROUP COUNSELING

Background: Group counseling is a supportive program based upon research intended to help adolescents face problems normal to teenagers in a modern school program. Appropriately selected counselors and teachers trained and supervised in group processes by qualified consultants deliver services to certain students that expand the usefulness of the traditional guidance program. It provides a means for producing a positive school climate. It futher provides a "bridge" to help students whose problems are greater than the traditional guidance program is designed to meet by directing them to more specialized services.

Policy: Group counseling when conducted by carefully selected and trained personnel and strictly monitored by qualified consultants will be offered to certain students who have obtained parental consent. Every caution should be exercised so that this program does not infringe on regular instructional activities.

The Board of Education directs program supervisors, directors and principals to remain alert to possible irregularities and invasions of privacy and to take immediate corrective action.

GROUP THERAPY

Background: Role playing, socio-drama, or psychodrama (as used in group therapy) as techniques for treatment of persons in serious psychological pain must be reserved for use by qualified and certified therapists. The resulting therapeutic programs are planned attacks on a diagnosed mental illness and must be conducted by a professional having appropriate and legally required training.

Policy: Group therapy, involving staged encounters which are used to break down behaviors and defenses so that more effective reactions can be constructed by a carefully designed managment program, will be excluded from all curricular areas.

SURVIVAL GAMES

Background: A survival game is an intellectual game that is played to stimulate moral and ethical thinking in individuals. It puts people in hypothetical situations and causes them to make life-death decisions based on their values.

Policy: The maturity level of public school students is such that these games would be of little benefit and could cause undue emotional stress and, as such, are invalid techniques to use in the instructional program.

SENSITIVITY TRAINING

Background: Sensitivity training is a type of experience-based learning. Participants work together in small groups over an extended period of time, learning through analysis of their own experiences, including feelings, reactions, perceptions, and behavior. One of the vehicles by which sensitivity training is conducted is the T-group, or encounter group.

Sensitivity training as described above is not appropriate in the Frederick County School System. However, modifications of the model have been a part of good teaching practice for many years. For example, a teacher may prepare his class to accept the addition of a physically handicapped child by conducting a discussion of how it would feel to be handicapped, the children's fears about working with the handicapped child, and ways in which the children may help the handicapped child adjust to his new class. In this way, the teacher is sensitizing the class to the needs of another child but is not conducting sensitivity training per se.

Policy: Sensitivity training which involves encounter groups and indepth analysis of personal feelings shall not be practices in the public schools in Frederick County.

NEW PROGRAMS OF A SENSITIVE AND CONTROVERSIAL NATURE

Background: Some programs of a sensitive and controversial nature are included in public schools without adequate examination by the various segments of the professional staff or the knowledge of the Frederick County Board of Education, and other interested parties. It is our belief that this practice is not in keeping with the best educational procedures which should be followed in the Frederick county Public Schools.

Policy: Programs of a sensitive nature likely to generate legitimate public concerns should be screened by the appropriate subject area supervisor or director. It is the responsibility of the supervisor to determine the necessity of involving the curriculum committee of the Board of Education in judging the suitability of the material before approval is given. (Frederick Post, July 8, 1976.)

ATTACHMENT A

CREATE YOUR OWN ACTION PLAN

W O R K S H E E T

Fill out the blanks below, then work together and discuss each item.

OBJECTIVE: What would you like to see different?

_____

_____

_____

Is the objective. . .

____Realistic? ____Time Bound?

____Measurable? ____An Accomplishment?

FALL-BACK POSITION:. Your minimum requirements for a satisfactory accomplishment.

_____

_____

_____

ACTION PLANNING WORKSHEET CONT'D

STRATEGY: What approach do you intend to follow?

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

TACTICS: How you will implement and allocate resources. (Remember that you can count on people with writing and verbal skills in addition to organization skills. Indicate specific resources.)

1.

TACTIC	RESOURCES REQUIRED

2.

TACTIC	RESOURCES REQUIRED

ACTION PLANNING WORKSHEET CONT'D

3.

TACTIC	RESOURCES REQUIRED

4.

TACTIC	RESOURCES REQUIRED

5.

TACTIC	RESOURCES REQUIRED

6.

TACTIC	RESOURCES REQUIRED

ACTION PLANNING WORKSHEET CONT'D

7.

TACTIC	RESOURCES REQUIRED

8.

TACTIC	RESOURCES REQUIRED

9.

TACTIC	RESOURCES REQUIRED

10.

TACTIC	RESOURCES REQUIRED

TIMELINE: BY WHEN ARE DIFFERENT EVENTS DUE.
ORGANIZE YOUR TACTICS INTO LOGICAL ORDER
FOR EXECUTING THE TACT.

Insert the inititals of the person responsible, then assign an arbitrary, but reliable deadline for each tactic.

TACTIC	RESPONSIBILITY	DATE DUE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

ATTACHMENT B

TIPS ON WRITING A GOOD NEWSLETTER

I. Sources of Information:

--local newspapers, including weeklies. Teachers unions publications

--contacts within the school system

--your network of friends and other concerned parents-be sure to document anything somebody has only "heard".

--have a telephone number on your newsletter that is always answered. Let your readers know that if they have any pertinent information, they may call in confidence.

--national publications: e.g., Education Update, American Education,

II. Length:

--according to how much information you have and how large a budget

--you may want to start out with 2-4 pages and expand later to 6 or 8

III. Format:

--whatever suits your group's purpose best

--each newsletter might have a specific theme (a subject that is receiving a lot of attention in your community).

--it should have an "Update Section", where you can give specific action items on specific issues. Be sure to include decision makers whom your readers may want to call and/or write--and don't forget to include addresses and phone numbers.

--have an "Upcoming Events Section" that includes future school board meetings, upcoming conferences and seminars, upcoming group meetings, talk shows soon to be aired, etc. Don't forget to include all specifics such as time, place, dates and contact person

--it might have 1/2 page of "National Updates". Information for this section could be obtained from various organizational newsletters such as Family Protection Report or United Families Newsletters,

IV. Good rules of thumb to follow:

--keep your stories short (remember it's going to be read by busy people)

--have short, concise sentences and write clearly

--always have your group's name, address, contact person and phone number on the newsletter

--include a standard sentence in your newsletter that lets people know its publication depends on donations and contributions and that any help they could give would be appreciated

--DON'T EVER PRINT ANYTHING UNLESS YOU CAN DOCUMENT ITS ACCURACY! Remember your credibility is your most prized asset!

Christian Impact™

"And do not participate in the unfruitful deeds of darkness, but instead even expose them." Ephesians 5:11.

Issue 14

WAR ON PORNOGRAPHY IN NORTHERN VIRGINIA

Last week Arlington Telecommunications Corp (ARTEC) signed a contract with Escapade-Playboy, a cable television channel which will bring pornography into the homes in Arlington. The spokesmen for this Hollywood based project says that it will offer "R-rated" movies and a television version of its monthly magazine, Playboy. To sooth their conscience they are offering "security locks" so that children will not be able to watch it.

Arlington County has a reputation for hardline morality. According to the Arlington Journal prostitutes have forsworn drumming up business on Arlington streets and are afraid to travel here when invited. Adult book stores have been banished and X-rated movies cannot be seen in Arlington.

You might wonder what citizens of Arlington are doing about this gross violation of accepted standards of morality in Arlington. As residents of Arlington we have personally met with a County Board Member and other leaders in the community, written letters to ARTEC and the County Board, spoken on a WRC talk show, and asked a local police officer who is a Christian to speak to the County Board about the issue. William Thomson has encouraged the pastors of Arlington churches to stand in the gap and their congregations to write letters opposing this pornographic programming. Bishop Welsh, of the Arlington Catholic Diocese, released a statement denouncing the Playboy-Escapade channel.

If you are a resident of Arlington County please write letters voicing your objections to: Mr. John D. Evans, ARTEC, 2707 Wilson Boulevard Arlington, Va. 22201. Send a copy to Dorothy Grotos, Arlington County Board, Court House, Arlington, Virginia 22201

Churches Unite Against Pornography

Richard Enrico, a resident of Falls Church, has successfully removed a 48-foot billboard sign in Fairfax, Va., advertising a movie about incest. Similar signs were also removed by the Rollins Outdoor Advertising Co. in other locations in various metropolitan areas, including Atlanta. Ga. and Philadelphia, Pa. This was accomplished by a representation of only a few churches. Mr. Enrico is convinced that much can be done with the support of more churches and organizations in the area. As a private management consultant, Mr. Enrico is skilled in working with corporations and going through all the channels. He believes God has given him a vision to serve pastors and churches by representing them in order to stand against pornography.

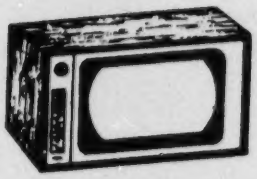
Please write or call Mr. Enrico at 2829 West Mason Rd., Falls Church, Va. 22042. Phone: 703-237-9467.

.....

"The citizens of Arlington question why a company would offer such programming that can only have a negative influence on the values of the community. There is nothing soft about pornography. It is an insidious evil that is no benefit to the community." Bishop Welsh

Coalition For Better Television

A coalition of 2,127 groups working for constructive television programing.



Coalition For Better Television
Post Office Box 1398
Tupelo, Mississippi 38801

TOP SIX SPONSORS OF VIOLENCE

1. Mennen
2. Firestone
3. Olympia Brewing
4. Ciby-Geigy
5. Abbott Labs
6. E & J Gallo

TOP SIX SPONSORS OF SEX

1. S. C. Johnson
2. Ciby-Geigy
3. Esmark
4. National Enquirer
5. Banfi
6. Anheuser Busch

TOP SIX SPONSORS OF PROFANITY

1. Mennen
2. Olympia Brewing
3. Volkswagen
4. National BankAmericard
5. Clorox
6. Esmark

TOP SIX SEX-ORIENTED PROGRAMS

1. The Shape of Things (NBC)
2. Three's Company (ABC)
3. Gimme A Break (NBC)
4. Knots Landing (CBS)
5. Fantasy Island (ABC)
6. Hill Street Blues (NBC)

TOP SIX VIOLENCE-ORIENTED PROGRAMS

1. Strike Force (ABC)
2. Hill Street Blues (NBC)
3. McClain's Law (NBC)
4. Chips (NBC)
5. Hart To Hart (ABC)
6. Magnum P.I. (CBS)

TOP SIX PROFANITY-ORIENTED PROGRAMS

1. Archie Bunker's Place (CBS)
2. Hill Street Blues (NBC)
3. M.A.S.H. (CBS)
4. 60 Minutes (CBS)
5. Chicago Story (NBC)
6. CBS Specials (CBS)

TOP SIX MOST CONSTRUCTIVE PROGRAMS

1. Counter Attack—Crime In America (ABC)
2. Little House On The Prairie (NBC)
3. 20/20 (ABC)
4. Father Murphy (NBC)
5. 60 Minutes (CBS)
6. NBC Magazine (NBC)

TOP SIX LEAST CONSTRUCTIVE PROGRAMS

1. The Shape Of Things (NBC)
2. No Soap Radio (ABC)
3. Flamingo Road (NBC)
4. Joke Book (NBC)
5. Knots Landing (CBS)
6. Bosom Buddies (ABC)

EDUCATION ON EVILS OF PORN

The Arlington Catholic Diocese will become actively involved in an educational process this Sept. aimed at enlightening residents to the evils of the Playboy cable TV channel to begin its escapades Sept. 1. "We hope to raise the consciousness of Catholics that pornography should not be tolerated," a spokesmen for the Bishop stated.

The Catholic Diocese is to be commended for their stand against this evil. Evangelicals have not issued formal statements concerning the issue. Please encourage your elders and pastors to take some action against this pornography that will only have negative influences in our communities.

DEHUMANIZATION

"The trouble with this wide-open porn is not that it corrupts but that it de-sensitizes; not that it unleashes the passions but that it cripples the emotions; not that it encourages a mature attitude but that it is a reversion to infantile obsessions; not that it removes blinders but that it distorts the view. Prowess is proclaimed but love is denied. What we have is not liberation but dehumanization." ("Saturday Review" September 20, 1975)

I wondered why somebody didn't do something. Then I realized I am Somebody.
from Human Life

IMPACT Updates

Fairfax County--Ten books on the occult and related topics were removed from a Fairfax school library as a result of the prayers and actions of a small group of parents and teachers. Last winter four teachers became concerned about the books they found in the school library. The four teachers and ten Christian parents did critiques on the objectionable books and submitted them to the school librarian. The librarian decided to remove the books without even submitting the evidence to the school library committee. According to the Christian parents and teachers the success was due to the foundation of prayer laid over this endeavor. Incidentally, the NEA is holding workshops for teachers on how to combat the "New Right."

Dungeons and Dragons occult role playing game is being played in many schools in our area. There is a tract available now to help inform more people of its dangers. Write: Pro-family Forum Box 8907 Fort Worth, Texas. 76112. The tracts cost 50 / $5. ph. 817--531-3605.

Parents Rights- The rights of parents to review the school curricula is pronounced clearly in public law 94-86 (HR 4723; 1975). Remember the best way to preserve your parental rights is to use them. Caution: If a school movie or program requires parent's approval, it is among the questionable.

Halloween--You may have observed that while the public schools have eliminated the spiritual aspects of Christmas, Easter, and Thanksgiving, they have freely promoted the witches, devils etc. of Halloween. A Christian lawyer recently stated that our Christian observances have been eliminated mainly because of pressure brought on the schools by non-christian parents. Pat and Bob Williams in Annandale are interested and would like to take some action concerning this problem. They would like others to help. ph.425-5725.

School Prayer--A recent poll taken in Richmond, Va. showed that an overwhelming 82% were in favor of voluntary school prayer. Other polls also indicate that the majority of people favor school prayer. Recently the Arlington Journal carried an article entitled, ACLU Steps Up Fight Against School Prayer. It listed a number of complaints received by the ACLU concerning "church-state" violations. Among the complaints it stated that in 12 localities in Va. violations occurred such as religious clubs, prayer in schools, religious instruction and teaching religious courses.

McGuffey Readers--the first schoolbooks originating on the midwestern frontier in the 1890's are becoming very popular again. It is considered to be the best phonetic reading program available today. William Holmes McGuffey intended to transmit to the children of mid-nineteenth century America a Biblical world view and godly value system. There is in them a dominant concern for the character and nature of God and His relationships with persons and the world. God emerges as Creator, Preserver and Governor. The Readers instruct love of God, neighbor, and country. Eternal salvation and righteousness are most frequently mentioned life goals. Lessons are written by authors such as, John Milton, Noah Webster, Shakespeare etc. Much poetry and prose are quoted directly from the Bible. Therefore, the reader acquires Biblical principles as he learns basic reading skills. The 7-book set of the McGuffey Readers are available for $49.95 until Nov. 1. Call 1-800-521-4350. Also call: Thoburn Press paper back set $19 ph. 278-8777

Blue Mountain Christian Retreat

A delightful retreat in the foothills of the Poconos in Penn. is Blue Mountain Christian Retreat. We spent a week there in Dec. and found it to be lovely and quite unique with its Swiss motif. The Dornbierer family are from Switzerland and are the founders of the retreat. Near the lovely retreat center are 13 greenhouses that are owned by the Dornbierer family.

Much to the delight of our children the retreat was near a ski lodge and also had a gymnasium on the grounds. Other attractive features are the book and gift shop, prayer chapel, fireside lodge, campsites, chalets, alpine rooms complete with kitchenette etc.

Outstanding speakers such as Judson Cornwall, Iverna Tompkins, Jim Brown, and a number of outstanding speakers from Europe are scheduled for this spring and summer. Call: (717)386-2154 Write: Box 118A R.D.2 New Ringgold, Pa. 17960 Located near Allentown.

Billy Graham Talks About the Future

In an interview with Rev. Billy Graham the famed evangelist spoke about what the future may be like in the USA.

Major medical advances--development of a solar-powered artificial heart. Giant strides in treating paralysis.

Exciting technological achievements--robots that do housework, food factories in outer space.

A dramatic emphasis on the sanctity of marriage and the importance of family life.

A surging wave of "volunteerism" as millions of people realize they've got to help each other with life's problems.

Widespread recognition by doctors of the power of faith healing. Doctors who today condemn faith healing as quackery will soon change their minds.

by Lee Harrison

Baking Bread Back to the Basics

About a year ago we began making our own bread and grinding our own grains. We have discovered that quite a few people are doing such things as canning and bread making in order to save money as well as getting more nutritious foods. It is part of the preparation for more difficult times.

We all enjoy the delicious taste of whole wheat bread made from freshly ground flour. We have learned many different ways to use whole wheat in our foods, since it is high in protein and the B vitamins.

We will be giving a demonstration on bread making using the flour mill or grinder and the Bosch mixer that we use in making our breads on April 17 Sat. 9:00 AM to 11:00. RSVP-892-6872. 4840 S. 7th. St. Arlington, Va.

The Square-Foot Garden

In our Northern Virginia areas community gardens are gaining popularity. Small urban gardens are fast becoming status symbols in cities. These are grown on patios, small backyards, penthouse plots, and apartment balconies. The square-foot garden, as it is called, can be an enjoyable hobby and can ease high costs of food found in our area.

The Sq.Foot Garden calls for the growing space to be partitioned off in a series of 1-foot blocks. Each square holds a different vegetable or herb. With an average investment of $12 it is possible to produce vegetables worth $212. A 4-by-4-foot block grows about 130 plants. For more information read Square-Foot Gardening, by Mel Bartholomew. 1981.

Clergy Support Cutbacks

Black clergy in Los Angeles area say the economic cutbacks could be the best thing "ever to happen to the black communities." "The government cuts are forcing us to do what we need to do for ourselves," stated Bishop Houston of LA ministers group.

According to Billy Graham, poverty could be eliminated if each American church helped ten poor families.

What Is Parenting?

Parenting education courses are being offered to students throughout the country. The courses are designed to prepare people to become parents.

The courses offered in high schools and colleges use a method of child-rearing based on the new psychology-values clarification approach. It addresses what is admittedly an acute need (what is more needed than better parents?) and clothes it in the most familiar and appealing language calling it parenting. It is a method used to restructure the home according to a moral relativism philosophy. Undergirding all the programs are these basic principles on how to be a good parent:

1. Don't be the kind of parent you had (authoritarian).
2. The home is a democracy where every person has equal voice.
3. Punishment (physical and otherwise) is never to be used.

This philosophy destroys parental authority; and any institution which lacks a central authority eventually disintegrates in chaos. This is the "do your own thing," "nothing is right or wrong," philosophy incorporated into the home...known as humanism.

Sex Education Called Charade

Evidence is mounting that some educators are joining parents in opposition to classroom sex education. Sex education programs are a "charade" that "borders on educational fraud" and should be scrapped, according to Scott Thomson, Executive Director of the National Assoc. of Secondary School Princpals. In an editorial in his newsletter that is sent to 34,000 members he states that "accepting new monies for sex education programs under the prevailing situation borders on education fraud." He calls for honesty, rather than trying to change the values of the students in a few weeks of classroom sex education and a "back to basics" approach to education. (April '81)

"The philosophy of the classroom in one generation will be the philosophy of the government in the next."

Abraham Lincoln

What Is Values Clarification?

How could such complex issues of Humanism possibly be indoctrinated into your child in elementary or high school? NOT BY ACCIDENT. Under Lenin and Stalin, Pavlov developed the technique of conditioning dogs to bring about the desired results; and from this beginning, Humanist psychologists and behavioral scientists successfully developed techniques which can GRADUALLY CHANGE YOUR CHILD'S CONSCIENCE, PERSONALITY, VALUES, AND BEHAVIOR.

An extensively used technique is Values Clarification which can be used to convince the child that he has the right to develop HIS OWN personal values, free from parental influence and authority, free from religious influences. It can further convince the child that there are NO ABSOLUTES, NO RIGHT, NO WRONG. The child is told that whatever value he chooses is right for him, as long as he uses **their seven-step method. To arrive at his value, he is to:**

1. Choose the value freely. (Free from parental guidance and religious morals of right and wrong).
2. Choose from alternatives. (Choose from alternatives, including those DIFFERENT from parental values, such as to have premarital sex or not to have premarital sex).
3. Choose after considering the consequences. (What child can see far enough ahead to fully realize the adverse consequences of such a blind course of action?)
4. Prize and cherish the value. (Cherish the value because his own personal feelings have guided him to choose what is most important to him).
5. Publicly confess or affirm the value. (Be courageous enough to bravely take a stand and to influence peers).
6. Act on the value. (If he chooses premarital sex as his value, he is to take action and carry it out).
7. Act upon the value regularly. (Live by the value consistently to establish it as his chosen behavior. He does his own thing). (parenthetical comments added)

Fairfax Alternative to Sex Ed. (Langley High)

Those students who have chosen not to take the Sex. Ed. course or Human Life Curriculum are finding that in their "Alternative Course" they are loaded down with home work. While those taking Sex Ed. see movies and only have one short report per week, those who have chosen not to take it have four 16 page reports to do per week. This is obviously a tactic used by the school officials to force the students to take the Sex Ed. course. Please protest such unfair treatment.

"Be Preppy" Prepare for Public School

There is more to being "Preppy" than wearing ivy league clothes as you enter public school. Parents and students alike need to be informed and prepared for the coming school year. Although the public schools have some very good assets, negative aspects of the curriculum are often not known or understood.

Students need to be aware that their textbooks may have errors, slants, bias, and even a few untruths in them. Christians should be reminded that the Bible is the only book that is truth from cover to cover. Humanistic views are often presented in the textbooks and by the teachers in a subtle way. Most students and parents as well are not informed enough to detect this humanistic world view.

During the past year we have reviewed some school textbooks and materials and have found the following views expressed in various ways: evolution stated as fact not theory, feminist movement emphasized, over emphasis on population control, one world government stressed (global view), extreme emphasis on protecting our environment and animals, abortion is good, parents don't understand (old fashioned), homosexuality is an acceptable life style, there is no right or wrong, death education (stories on suicide and dying), premarital sex is O.K. if you love the person, patriotism is passe, and prayer, Christmas,, and Jesus Christ are all unconstitutional. The pro-life view is largely left out of the curriculum. Some of these views are presented in a very subtle manner to precondition, while other times they are quite blatant.

Students must be taught to analyze their textbooks and their teachers' views. This is essential since we cannot escape these views which are also presented by radio, TV, and the newspapers. The media is largely controlled by humanists. Listed below are some things that you can do to prepare yourself for this coming school year: Pray!

"It's God's World," is a weekly reader for children that presents a Biblical world view of current events and social and cultural issues. This 8 page newspaper is targeted at grades 4,5, and 6. It is non-denominational and has served the evangelical community for the past 40 years. Low in cost..30 issues ordered in bulk cost $3 per student. Individual subscriptions are $8 per year. Write: Box 3075 Asheville, NC 28802. ph-(704) 253-8063

Recommended reading: The Battle for the Mind, by Tim LaHaye ($4.95).
Recommended viewing: "Let Their Eyes Be Opened," documentary on Secular Humanism and the Christian or Biblical view. Available for viewing upon request. Call: Christian Impact--892-6872.

IMPACT UPDATES

The School Prayer Amendment (S.J. Res. 199; H.J. Res 493) and the Helms Anti-Abortion Bill has been debated this past week in the Senate. After the Senate resumes in Sept. the debates will continue. Pat Robertson's testimony before the Senate Judiciary Committee on the Prayer Amendment is yours upon request. Write: CBN Virginia Beach, Va. 23463 (ten pages) There has been much lobbying by Christians. Please continue: Call--Harry Byrd, 224-4024 John Warner--224-2023, Stan Parris-225-4376 Frank Wolf-225-5136.

Local Elections Sept. 7,Candidates for the House of Delegates will be elected in Northern Va. These elections are important. The following candidates are Pro-family and Pro-life: 41 Distr. Gordon Jones 40 Distr. Robert Thoburn, 37th Distr. Stephen Gordy 35th Dave Sanders, 48th Distr. David Mason. All of these are Republicans. We need some pro-family Democrats.

IMPACT CALENDAR

August 27,28,29, Arlington County Fair--Visit the Christian Impact Booth Books, literature, and tracts will be available. Thomas Jefferson Community Center--near Arlington Blvd. and Glebe Road. .ph. 892-6872.

Sept. 4,5,6 Labor Fest Fishnet Life Center--Front Royal Va. (804)-282-2500 Don Francisco--Richard Dobbins--Larry Andes--Stephanie Boosahda and Carl Brumback and much more. Adult-$23--Adult Group-$23 (12 or more)

Sept. 18 Saturday Night Alive--Alexandria Location--Walt Whitman Intermed. Time-7:30. Call for information--273-2650.

Sept. 24,25-Free Enterprise Seminar--Biblically based Seminar on Freedom and Economics--An exciting 2 day practical course by the nations leading Christian teachers..Art Linkletter, Senator Armstrong, Congressmen Crane, John Whitehead (renowned Constitutional lawyer) Rus Walton-of Plymouth Rock Foundation. $40 includes manual, meals and lovely banquet. Write: Guy Farley, P.O. Box 1289 Warrenton, VA.22186. Location: Tyson's Marriott Hotel--Vienna, Va.

Sept. 13,14 Renewing Love Classes Begin in N. Va. Locations: Church of the Apostles, Capital Church, Emmanuel Baptist Manassas. 354-8442

Oct. 8,9. L'Abri Seminar with Francis & Edith Schaeffer and others. Workshops, films, and discussions. College of Notre Dame--Le Clere Auditorium-Baltimore, Md. ph. (301) 363-6786 Adults-$27.

Oct. 29-31 Intercessors for America National Prayer Conference-Corporate intercessory prayer and workshops etc. Hyatt Regency Washington Hotel. Write: IFA Box 1289 Elyria, Ohio 44036 Fee-$20

Nov. 11-14 Unity 82--Pro-life Education Conference. The Family vs Government. Sponsored by 7 leading Pro-Life organizations. ph. 690-2049.

Morality in Media Newsletter-475 Riverside Dr. New York, N.Y. 10115 This organization is helping to stop porn and negative programming.

Christian Impact is published by Knute and Carol Hansston and is designed to encourage responsible citizenship. It is non-denominational and non-partisan. It is supported by donations from those who wish to further the same purposes. Please write: CHRISTIAN IMPACT, 4840 S. 7th. St. Arlington, Va. 22204 or call (703) 892-6872. Gifts are not tax deductible.

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STEP FOUR: PUBLICITY

Q: Should I even try and cooperate with press?

A: Absolutely. Don't be afraid of the press. Those who cooperate and try to work with them--not against them--have a better chance of getting fair coverage. The reporter doesn't have to agree with you to write a fair story. On the avarage, most reporters are personally liberal but they are all looking for stories and if you make yourself helpful to them, have copy ready to them on time and have worthwhile information they will usually be willing to give you decent coverage.

Q: What kind of person should I have as a spokesman for my group?

A: Someone who is reasonable, responsible, articulate, informed and comes across well to people in a conversation. It's very important that he or she be perceived as a calm, knowledgeable individual (thus, your group will be). The calmer he/she is, the more interested the reporters will be. Try not to be nervous--reporters are naturally suspicious of quoting somebody who is nervous because they wonder what he's hiding.

Q: What can our spokesman do to prepare himself for the talk show or interview?

A: Rehearse! Rehearse not only before a press conference but before any public appearance that might involve questioning. Find someone who is bright and has a lot of common sense to rehearse with you and ask you questions that you might anticipate. JFK used to have two days of rehearsal before any press event. Some politicians even take acting and/or speech lessons.

Q: What happens when the big day rolls around and our spokesman is sick? Do we cancel or find someone to 'fill in'?

A: Cancel!

Q: What type of format should our spokesman use--press conference, talk show, one-on-one encounters?

A: Select the one that suits you best. The following insights may help you to select.

Press conference: you have the least amount of control. Be careful here unless you are a good performer. Reporters have a way of radaring in on a person's weaknesses. If a person is easily flustered, this could be potentially devastating. It could happen that the headline you get was not what you wanted.

Talk show: you have medium control. But, especially when it is 'call in' you have a certain amount of control. So many times when a caller asks a question, it is very ambiguous and not even the host is quite sure what is being asked. It is easy to use this to your advantage by rewording the question "Oh, you mean...." and then answer it. This way you are able to keep a better handle on the direction of the conversation.

One-on-one encounters: the best situation. If you can afford the time and can be relaxed. You won't be able to evade any questions in this forum, so don't hope to "hide" anything.

Q: What's a good rule of thumb to follow during media encounters?

A: Be honest, at all times and on all matters. Tell the whole truth and be sincere. The amount and quality of coverage you receive will depend on how well perceived your spokesman is by reporters.

Q: What are some good indicators for deciding when to call a press conference?

A: When you know something in your area of interest is about to happen, predict it. A lot of what will be said in the future about your issue on your group in the press depends on the initial coverage. Therefore, it's important that you anticipate events and take the first step towards the press, to get off on the right foot and avoid misunderstandings and stereotyping.

Q: Should I follow up the media event?

A: Absolutely! In fact, you might even initiate the follow through.

Q: Should I avoid using their "buzz words"?

A: Yes, make up alternative phrases. Example: "book burners" is a liberal buzz word, "secular humanism" is a conservative buzz word.

Q: What are some guidelines to help me deal more effectively with the press?

A: Be sensitive to the media's needs. If there is something wrong with an article or news story, don't be afraid to set it straight. But call the reporter first and talk to him. Many mistakes can be attributed to honest mistakes that are a result of time pressure and misunderstanding. By calling the reporter directly, and in a courteous way, you may win a friend for life. Don't call the editor first. Use this as your last option. If you go above the reporter's head and he is called on the carpet for his actions, he may feel vindictive towards you and look for ways to get even.

Have a direct line of communication between the spokesperson and the person who writes the news releases. Don't get caught in a situation where the reporter finds out (during an interview) that the spokesperson has no inkling of what the release said. Everyone looks bad, thus losing credibility.

Get the name of the reporter right and spell it correctly. Many releases are ignored simply because the name of the person to whom it is sent is spelled incorrectly. Many reporters have a great deal of pride and will throw the release away without ever looking at it.

If you haven't been misquoted, don't say you have when the story turns out in a way that you do not like. Most newspaper reporters have tape recorders now and radio and TV stations save their tapes and film. If you claim you were misquoted, media outlets generally release the tapes (if they have them) to prove you were wrong and it makes for permanent difficulties with credibility.

If you have a problem with a headline in a newspaper story, don't yell at the reporter--call the headline writer (which at almost all daily papers is a different person from the one who wrote the story). Headline writers seldom hear from outside people and it will make a big and permanent impression on that writer. In all probability, the next time he will make sure there isn't a similar problem.

TIPS ON WRITING A GOOD PRESS RELEASE

I. Have a strong opening. The first paragraph is the most important.
--as synthesis of the whole letter
--as attention getter

Don't be afraid to open with a good quotable quote.

II. Short, concise press releases are best. It should fill a single, legal sheet of paper, double space. The language of the release should be:
--clear (no complicated sentences)
--precise (avoid being vague)
--to the point (stay away from roaming)
--concrete (abstractions are confusing)

III. If you're writing a press release to publicize a specific event, make sure you include:
Featured speaker and identification of speakers importance
date
place of event
time

Think of a press release as an inverted pyramid. At any time if you cut off some part of the pyramid, the rest of it would continue to stand.

who,what,where,why,when
b a c k g r o u n d
n e w s
o r g
p a s t
efforts

IV. Minimize confusing figures and numbers. Don't make a lot of comparisons.

V. Use subheads. Its makes it easier to follow.

VI. Follow this basic outline:
--beginning is a backgrounder
--middle is the meat of fact of the message
--end is a final conclusion

VII. If you're going to be "cute" do it in the last paragraph.

VIII. It's essential, that if you're to be taken seriously include a
FOR FURTHER INFORMATION CONTACT: NAME
PHONE

Have a phone number that is answered around the clock.
Never put out a press release without having a name and phone number on it.

IX. See Attachment C for sample press releases.

SCHOOL PRAYER DAY 1982

NEWS

721 Second Street, N.E.
Washington, D.C. 20002

CELEBRITIES, RELIGIOUS AND POLITICAL LEADERS ENDORSE SCHOOL PRAYER RALLY

PETER GEMMA, (703) 536-7650
Promotional Coordinator

WASHINGTON, D. C., September 8, 1982 -- The "School Prayer Day" rally, scheduled for September 25th in the Nation's Capital, is continuing to receive widespread support from a variety of civic, political, and religious leaders throughout the country.

Sam Walker, chairman of the ad hoc "School Prayer Day" Committee today announced endorsements from:

* Senator Strom Thurmond (R-SC)
* Senator John East (R-NC)
* Governor Fob James (D-AL)
* Rabbi Seymour Seigel, president of the Jewish Theological Seminary in New York
* Dr. Cleon Skousen, president of the Freeman Institute in Salt Lake City
* Tom Landry, head coach of the Dallas Cowboys
* Roger Staubach, formerly of the Dallas Cowboys
* Pat Williams of the Philadelphia '76ers

The "School Prayer Day" rally is to demonstrate wide support for the concept of voluntary prayer in public schools. The rally will begin with a full afternoon of musical entertainment provided by over a half-dozen top religious recording artists. Following a keynote address and candle-lighting ceremony, a symbolic "Let Freedom Ring" bell-ringing ceremony will begin at precisely 7:30 p.m. (E.D.T.). Similar cermonies will be held simultaneously in cities and towns across the nation.

The event is scheduled to be held on the Mall, near the west front of the U.S. Capitol, starting at 3:00 p.m. (E.D.T.), on September 25th.

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"LET FREEDOM RING!"

SCHOOL PRAYER DAY 1982

NEWS

721 Second Street, N.E.
Washington, D.C. 20002

ENTERTAINERS SET FOR PRAYER DAY FESTIVITIES

PETER GEMMA, (703) 536-7650
Promotional Coordinator

WASHINGTON, D.C., September 1, 1982 -- "Lulu" Roman, an original member of the popular "Hee Haw" television show, today announced she'll be one of the volunteer entertainers at the "School Prayer Day" rally scheduled for September 25 in the Nation's Capital.

Also contributing their time, it was announced today, are the Daviticus Award-winning Sharretts. The Sharretts are one of only three gospel groups invited to appear at the 1982 World's Fair in Knoxville, Tennessee. Already scheduled to appear at the "School Prayer Day" rally are the Grammy-winning Howard and Vestal Goodman, and the popular North Carolina gospel group, Hopper Brothers and Connie.

The "Prayer Day" entertainment will be held on the Mall, in Washington, D.C., near the west front of the U.S. Capitol, beginning at 3:00 p.m. (E.D.T.). Following the "Singspiration" will be the keynote address, and, starting at approximately 7:00 p.m., the symbolic lighting of the candles and the ringing of bells. Similar ceremonies will be held simultaneously in towns and cities across the country.

PUBLIC PRESS WILL PRODUCE IMMEDIATE RESULTS

"Make no mistake about it," said Sam Walker, chairman of the "School Prayer Day" Committee, "the public pressure generated by this rally and the simultaneous ceremonies nationwide are going to have an impact."

Walker pointed out that Congress is now considering a measure that would prevent the Supreme Court from continuing to overturn state laws permitting voluntary prayer in public schools. That measure, introduced as an amendment to a bill to raise the debt limit ceiling, is now the subject of a Senate filibuster.

"The public pressure now being mounted for 'School Prayer Day, 1982,' can help shorten that filibuster and move the prayer measure to the House of Representatives. The continued pressure surrounding this event will then help move it from the House to the President's desk," commented Walker.

"As the late Senator Everett Dirksen so often said, 'When politicians feel the heat, they see the light.'"

###

"LET FREEDOM RING!"

FOR RELEASE:
THURSDAY, JANUARY 27
12:00 noon

FOR FURTHER INFORMATION
CONTACT: Jeff Byron or
Al Jackson (202)547-1151

NATION'S OLDEST AND LARGEST LIBERAL PAC

CALLS FOR PUBLIC FINANCING AND PAC LIMITS

WASHINGTON, JANUARY 27 -- THE NATIONAL COMMITTEE FOR AN EFFECTIVE CONGRESS (NCEC), THE OLDEST AND LARGEST LIBERAL POLITICAL ACTION COMMITTEE, TODAY CALLED FOR PUBLIC FINANCING OF U.S. SENATE AND HOUSE CAMPAIGNS AND FOR LIMITS ON ALL POLITICAL ACTION COMMITTEES (PACs).

Russell D. Hemenway, NCEC National Director, testifying before the Senate Rules Committee, today called for public funding of House and Senate campaigns, including primaries, and for adoption of a proposal similar to the "Obey-Railsback" Bill, which passed the House in 1979 but failed to pass the Senate.

"The time has come," Hemenway stated, "to say 'enough.' Special interest PACs contributed over 80 million dollars in 1982 to House and Senate candidates, Democrats and Republicans. If we cannot pass a public financing bill, at least we can enact a limit on what candidates can accept from PACs."

Hemenway made proposals for two major revisions in present election law:

1) Public Financing of all House and Senate campaigns -- including primaries -- and that provisions be made to allow third party candidates to become eligible for such funding, and
2) Limits on the amount of money a candidate may receive from all political action committees during an election cycle.

more

"Forty percent of the members of the U.S. House of Representatives, sitting for the 98th Congress, will have received over $100,000 from political action committees," said Hemenway. "A vast majority of this money comes from groups, be they corporate, trade association or labor orriented, whose principle interests are access to members of congress. In an era of growing public distrust in government, even the appearance of special treatment can only further erode the public's confidence in its elected representatives."

Hemenway stated that he realized liberal Democrats might be hurt more by adoption of such a proposal than would conservative Republicans, but, he said, "at least we would know who we were dealing with. NCEC is a 'good government' organization - at the present time, political expediency and good government do not coincide. But neither did they coincide when we worked for and passed the first major revision in election law since 1925, the Federal Election Campaign Act of 1971."

Hemenway also called for amendments to the F.E.C.A. which would place ideological groups like the NCEC on equal footing with corporate, trade association and labor PACs; Hemenway asked for revisions in the law to limit independent expenditures, of which the National Conservative Political Action Committee (NCPAC) is the best known practitioner; and Hemenway called for a prohibition on any company doing fifty percent or more of its business with the Federal government from using a political action committee to influence the election of candidates for federal office.

The NCEC, founded in 1948, is this year celebrating its 35th Anniversary. NCEC has some 80,000 contributors throughout the 50 states and is pledged to supporting candidates for the U.S. Senate and House whose ideals reflect a progressive outlook combined with a pragmatic program. NCEC has long been regarded as expert in election law, first testifying on the subject seventeen years ago.

###

STEP FIVE: MINOR AND MAJOR EVENTS

Q: Should our group attempt public meetings?

A: This is a bit ambitious for a small organization. Try it only if other groups are willing to cooperate with you, or if your issue happens to be the subject of widespread public concern. If you are well established and gaining some attention for your cause, you might like to give the public a chance to get to know your group.

Q: Should we have a guest speaker?

A: Yes, preferably one with at least a regional reputation.

Q: What are things to avoid when planning the date?

A: Line up a speaker on a date that suits most of your members. Avoid Christmas, Easter, Thanksgiving and other holidays, as well as graduation and vacation times. Some people think that between September and October and again between February and April interest in schools peak.

Q: What would be a suitable location to have the public meeting?

A: Talk with your local public library, or public utility buildings; many new ones have meeting rooms available for the asking. Also, they may put up signs for you if you are a nonprofit group. If one of your members has a husband or friend in the Elks or Knights of Columbus or a similar club, try to cajole him into getting that meeting hall free or at a nominal cost. Church halls are usually available too.

Q: How soon before the event should we set the date?

A: That is done according to what type facilities you will be using. Always try to set the date and reserve the place well ahead of time, at least a month if possible. Most hotels with meeting facilities are booked three to six months in advance.

Q: Are written confirmations necessary?

A: Yes, it is a good idea to get written confirmation from the speaker and the person responsible for scheduling at the facility you will be using.

Q: What type of room should we reserve?

A: Preferably one that is smaller than you would like to see filled. The 'level of expectation' principle comes into play. Nothing will make you lose credibility quicker than an empty or half filled room. It's also ego-deflating to your guest speaker--no one wants to stand in front of a room and stare at empty folding chairs. On the other hand, when you have a dozen people standing in the back, all the chairs filled and extras in the aisle, you give off a much different (and much more positive) impression.

Q: Should we provide refreshments at such an event?

A: It's nice to have refreshment time after the speech and question and answers at the back of the hall after the meeting because this encourages people to linger and gives you the opportunity to meet and bring in new people personally. Not all meeting places are built to allow for coffee and tables of snacks, however.

Q: What type of publicity should we use?

A: As soon as you have chosen a date you should begin publicity. You should try to get notices into other community newsletters and borrow other groups' telephone/address list, if they are friendly and willing.

In return for the favor of using another group's list, you can promise to drum up publicity for their next meeting or do a mailing for them sometime. Rather than turning over to you the actual list, the cooperating group may ask you to furnish envelopes, flyers, and postage so their members can themselves address the envelopes and thus preserve the privacy of their list.

Q: What else?

A: Publicity is more than sending out notices and press releases (though you should do both). It means making posters, and getting them into store windows; it means asking sympathetic pastors to announce your meeting from the pulpit; it means contacting radio stations that run community-calendar bulletins as public service. And it means getting on the telephone and calling every one of your members. Ask each to bring one other person, even if it is just a spouse or a visiting sister.

Q: When should telephone calls be made?

A: Definitely not the day of the meeting; call the day before or, better, the evening before, so the recipient of your message is less likely to forget it in the rush of fixing dinner. Those you phone should have received a notice in the mail not too long ago. Nothing else is more embarrassing than a meeting nobody attends. If it happens to you once, you will not want it to happen again.

Q: What are other good contact sources for prospective participants?

A: Try announcements at P.T.A., lunches, scout meetings, bridge clubs, beauty shops and women's clubs.

Q: Should we charge a fee?

A: If your speaker is a real "big name", it is a good idea to charge a modest fee in advance and at the door. Usually when people are paying for it, they will show more interest and more likely attend.

Q: Should we contact the media about the event?

A: Yes, definetly send out press releases well ahead of time and make follow up phone calls to the media.

Q: What should the actual format of the meeting be?

A: Whatever it is, start on time!

A guest speaker, if he is a good, lively talker, is an obvious suggestion. But if the speaker is not known to be lively, do not assume he is, regardless of how well he may write. If you have doubts look for added interest: try a panel arrangement after the talk, for example, with a parent, teacher, administrator, etc., on the stage to ask the speaker questions.

Q: Would it be wise to invite a member of the "enemy camp" to act as one of the panel members?

A: It is a good idea as long as you can maintain control of the situation. It could backfire if the intruder is given too much leeway or too much prominence on the program. Remember, you are holding the meeting to air <u>your</u> viewpoint. Because a few friends of the outsider are likely to come to support him, they will inadvertently

give you a little free publicity. In addition, their presence might help make audience questions and answers lively, so it is worth considering. It also seems more fair, and gives you something to point to the next time your group is accused of being close-minded and fanatical.

Q: Is a debate appropriate?

A: Yes, it is a good interest builder. Make sure though, that the person that is representing your group can hold his own and is well versed in relevant issues.

Q: What are some other suggestions for the format of the meeting?

A: A movie (for instance, an objectionable movie used in the schools) is a good drawing card, if you can get your hands on it.

It might be worth your while to contact a sympathetic teacher or administrator from one of the public schools and ask them to order it for your use. All teachers have access to the regional resource libraries (which house films, filmstrips, slides, etc.,) and many school libraries have their own selection of films.

During campaign years, members of and candidates for the school board and other offices will doubtless welcome an opportunity to address a public forum; the occasion also lets you ask questions you want answered of the candidates

Q: Aren't public meetings a lot of work?

A: Not really, especially if you'll hold them infrequently. The organizational practice is very good. For one thing, you can assign different tasks to different members to see how well they perform. A cardinal principle of management is to make each individual feel important, so give every volunteer some task, no matter how small.

Q: Should we have some type of sign in sheet at the door?

A: Yes, invite everyone present to sign it with addresses as it passes from hand to hand during the program or have one at the door. Here are, possibly, new names for your mailing list, and new people to enlist in the cause.

Q: What are other ways of getting free public attention?

A: If you have an articulate spokesman, radio talk shows are a great forum. Frequently such programs are looking for guests, in which case, if you write a letter to the host, or have a chance to meet with him, you may be invited on the show. Education is usually a hot topic these days. If the response to your spokesman's appearance is good enough you may be invited back. You can help bolster the response without telling the host that half the people who called in were your friends.

Q: Can't talk shows be used on a regular basis to expose the public to the issues?

A: Yes, when a talk show features somebody that you don't agree with, quickly call up a few of your reliables and get them to listen and call in as well. These shows like disagreement, expecially if it's polite and rational, so don't be shy. The more response to a topic on education, the more likely the talk-show host is to return to that or other education topics. Even if you are never invited to be the guest for the evening, your group can offer enough disagreement with the orthodoxies of the educationists or enough agreement with other education critics to alert the public and have an impact.

Q: Would it help to have some type of check list for an upcoming event to keep me organized?

A: Yes, definitely and have one specific coordinator who 'checks up' on group members to make sure their assignments are being handled properly. See Attachment D on the next page. It might be a good idea to xerox copies of this and disperse it throughout your group.

Q: Should we have flyers to advertise an upcoming event?

A: Yes and they should include the following:
Place of event, time, type of event, cost, where tickets can be purchased, who is sponsoring it, its purpose and a name, address and phone number to contact for additional information.

Q: Where should these be distributed?

A: To sympathetic pastors, businessmen, various group meetings, etc. Also, don't forget to include the event in your group's newsletter.

ATTACHMENT D

PARENTS' GROUP NAME

MEETING SIGHT: MEETING DATE:

8 Weeks Before:

	(Date task completed)
Reserve meeting facilities	
Engage speaker (written confirmation)	
Secure invitation and mailing lists	

6 Weeks Before:

Speak with meeting coordinator (from meeting facility) and arrange logistics	
Hold group meeting and delegate tasks	

5 Weeks Before:

Make up flyers (make sure they include a contact person and number)	
Have flyers copied	
Secure tickets (can be bought at office supply stores)	

4 Weeks Before:

Mail flyers	
Put poster and flyers out around town	
Announce event at various meetings (Boy Scouts, PTA, etc.,)	
Send equipment checklist to meeting coordinator	

3 Weeks Before:

Contact radio stations about community calendar public service announcements	
Logistics with meeting facility coordinator set	
Contact area pastors about announcements from pulpits and leave flyers with them	

ATTACHMENT D cont.

2 Weeks Before:

- Purchase needed materials (name tags, etc.) _____
- Secure audio visual equipment (if needed) _____
- Write press release _____
- Mail press release _____

1 Week Before:

- Make press calls _____
- Secure petty case (for change at ticket table) _____
- Group meeting --give assignments _____

1 Day Before:

- Follow up press calls _____
- Follow up member calls _____
- Final phone conversation with meeting facility coordinator _____
- Final phone conversation with guest speaker _____
- Secure refreshments _____

STEP SIX: FUTURE POSSIBILITIES

Q: How much should our fledgling group try to take on at the beginning?

A: To spare yourself and your new converts or activists a bitter disappointment, don't try to salvage American education all at once. Recognize and let your fellow group members know that the purpose of your group will be amply fulfilled if you successfully do one thing on one issue, at one time.

Q: What if we don't fare too well on our first attempt? Won't members become disgruntled and give up? That's a good reason to make your first attempt something simple. However, even if things go poorly at first.

A: Hopefully, your members will see that there is too much at stake--their children. Even if your first attempt, or even your second and third, does not turn out the way you would have liked, your group will have done its part and will have learned by doing it. You will be much better prepared for the next challenge. By setting modest--and attainable--goals for yourselves, your local club will avoid high hopes and deeper disappointments with the possible consequence of internal grumbling and dissension.

Q: After our group is established should we take on legislative activity?

A: If you are not located in or near your state capital, you should proceed slowly in this regard. Unless some other parents' group has blazed the way, or you know a legislative leader on the inside, you will be hard pressed indeed to get started. So don't set out to "influence the legislature." Set your sights on something local, do your job, and you will sooner or later spot a chance to make your move.

Q: If our group is not registered, can we still lobby state legislators and Congressmen?

A: Yes, because you are not really lobbying--as the law understands lobbying. No one is paying you to give your opinions to the legislators or to ask them to vote a certain way. You are doing it on your own, representing yourself and some friends. See example case #2

**For additional information, send for Action Kit #4 LOBBYING YOUR LEGISLATORS AND CONGRESSMEN.

Q: What are some good suggestions for a more established group to try?

A: What about electing one (or more) of your members to the school board? For additional information, send for the Action Kit on HOW TO GET ELECTED TO THE SCHOOLBOARD, or how about implementing guidelines for "sensitive areas" such as Example Case #1?

Q: What about forming an ad-hoc coalition on a state level to confront the State Board of Education and/or state legislature?

A: This is extremely important but to deal effectively in these areas you'll need a coalition effort that is organized on a state wide basis. It doesn't exist in very many states. Make sure it is a loose, ad hoc type of coalition, no membership dues, everything voluntary. You must respect the integrity of each of your coalition groups. It should be a forum where all of the different members can, share information, discuss mutual concern and come up with a mutually agreed course of action. Remember, there is strength in unity.

Q: What happens when our group encounters the problem and solves it but isnt' really satisfied with the outcome?

A: This has been known to happen. You may be dealing with an issue for months and all of a sudden it's resolved but there's never really a knock-out blow dealt. A good example is the Oklahoma Parents' Right Bill (Attachment E). When this happens, you just keep on fighting. You have too much at stake and too much time invested to give up. Your group then becomes a watchdog over the issue. With continual monitoring (and letting the education establishment know that you're still there) you'll circumvent many subsequent problems. You'll see that the fundamental problem is that school officials have very little incentive to be responsive to the community. When the schoolboard sits down to deliberate, and you're always there, your presence will become accepted and expected. You should notice much more sensitivity to your concerns. When this happens you will have made great headway in regaining local control.

**The following is taken from a true case, where a parents' group confronted the issue of humanistic teaching in their public schools. As a result of their action, on July 7, 1976, the board of education of that school district adopted guidelines for all county schools in "sensitive areas" of the curriculum.

The guidelines issued are as follows:

--persuasive techniques based on the religion of humanism are not legitimate areas of curriculum in this school district.

--valuing, values clarification, and moral education will not be taught in this school district as courses in and of themselves or through a series of contrived situations without specific approval by the Board of Education.

--situation ethics, in a precisely defined religious sense, is not appropriate to public-school use and is strictly prohibited.

--group counseling, when conducted by carefully selected and trained personnel and strictly monitored by qualified consultants, will be offered to certain students who have obtained written parental consent.

--group therapy involving stated encounters which are used to break down behaviors and defenses so that more effective reactions can be constructed will be excluded from all curricular areas.

--survival games--the maturity level of public school students is such that these games would be of little benefit and cause undue emotional stress and as such are invalid techniques to use in the public schools in this county.

----sensitivity training which involves encounter groups and in-depth analysis of personal feelings shall not be practiced in the public schools in this county.

--programs of a sensitive nature likely to generate legitimate public concerns should be screened by the appropriate subject-area supervisor or director.

Using a low-key, person to person approach, these concerned parents informed their school board members of the problems and urged consideration of a comprehensive policy that would protect their First Amendment rights.

*See bibliography listing of Secular Humanism and the Schools: The Issue Whose Time Has Come by Onalee McGraw.

ATTACHMENT E

PARENTS' RIGHTS BILL BECOMES LAW DESPITE PLANNED PARENTHOOD, NEA OPPOSITION

-- by Ann Peralta

Editor's note: In a recent flurry of attention to the parents' rights movement -- usually headlined under the rubric of "censorship" -- a victory occurred for pro-family forces in Oklahoma. The following story, written by an activist from Oklahoma, narrates how it all came about. The events of this narrative are uniquely American, and, in a sense, prototypical of the pro-family movement at the grassroots level.

The Oklahoma Parents' Consent Bill, dubbed the "Parents' Rights Bill" by state Senator Robert L. Miller, was signed into law on June 1, 1981. The bill (Oklahoma Senate Bill 132) is designed to permit parents to protect their children from non-academic psychological and psychiatric testing and excercises in the public schools by filling loopholes left in the 1978 Federal Parental Rights Ammendment. Public Law 95-5671, the Education Amendments of 1978, was signed into law by President Jimmy Carter. It included a provision first introduced by Senator Orrin Hatch (R-Utah) and later called the "Hatch Ammendment." At the time of its passage, its supporters hopes that it would provide a means of halting psycological and psychiatric testing, examination and treatment in the public schools without parental knowledge and consent. Unfortunately, this has not been the case.

The Kelly Family: Public Awareness Begins

In Stigler, a town of about 2400 people in east central Oklahoma, Mrs Ralph Kelly (Myrtle) was dismayed to discover that her children had been included in several values clarification exercises in the sixth grade. Mrs. Kelly recalls: "In September of 1978 my family and I were having our usual evening -- my husband reading the paper, the children were watching T.V. and I was reading an article about teaching morals in the classroom. I read that 'Any choice is right as long as the student can explain why he holds the value.'"

Mrs. Kelly relates that she was surprised when both of her children, then in the 7th and 8th grade, confirmed that they had had values clarification of the type she described in the sixth grade. They both specifically recalled one example of a "Lifeboat Dilemma" in which they were to imagine overturning with their mother and father "and then you had to decide whether to save your mother, your father, or yourself."

The Kelly children also recalled "personal interviews" including questions which they later identified from the book used by their teacher, Values Clarification: A Handbook of Practical Strategies for Teachers and Students, by Sidney B. Simon, Leland W. Howe and Howard Kirchenbaum. The questions included everything from "Do you approve of abortion?" to "Do you think sex education in schools should include techniques for lovemaking?" to "Have you ever spoken to Homosexuals about their lifestyle?"

Not An Isolated Instance

Mrs. Kelly thought this was an isolated incident, as she puts it, "just a kooky teacher with a kooky book." But when her local school board and superintendent refused to take action, Mrs. Kelly said that she began her "research in earnest." One evening, she telephoned a list of other parents all across the state each of whom had "experienced the same or a similar situation."

One of these was Mrs. Betty Wilcox, halfway across Oklahoma in Edmond. She was particularly concerned about a group of fifth graders, including her daughter, who had been participants in a "Cave-in Simulation" on the second day of school. In this case,

the children were asked to sit close together on the floor with the lights out and the shades drawn. In the scenario these eleven and tweleve year old children were to imagine themselves a part of was a cave-in, trapping them all several hundreds of feet under ground. They were each asked to give reasons why they believed themselves worthy to live. After hearing each person's reasons, the students filed out of the circle in the order determined by which ones the children voted had "the most to offer the world."

Mrs. Wilcox wrote: "First of all, I send my child to learn to read, spell and compute mathematical problems, to study science and history, so she can be equipped to make a living for herself and make worthwhile contributions to America." Mrs. Wilcox expressed concern that "In this type of excercise the popular children will be chosen to live and the shy, quiet and different child would be the one left at the end of the line or the one 'picked to die.' This does not help to make good healthy self images. My daughter said she had as much right to live as anyone else."

The first widespread public notice of the issue began to crystallize in early 1980. An April editoral in the official publication of the Oklahoma Farmer's Union summarized the feelings of many Oklahomans:

> At first it was hard to believe. Maybe we didn't want to believe it could happen in our schools. But, over the past few years more and more Farmers Union members expressed concern about the startling changes in the public school curriculum... In some schools emphasis has shifted from learning the basics... to the child's social and psychological growth. Supposedly this is to better prepare the child for the progressive lifestyle of today's complex society.

State Senator Miller: "The Most Important Person of All"

Mrs. Kelly and a few friends contacted their State Senator, Robert L. Miller, who shared their concern and promised to help them do something about it. Mrs. Kelly credits Miller with being the "most important person of all. Without him I guess nothing would have happened." Senator Miller arranged for other state senators to hear Mrs. Kelly and the measure which was later proposed (S.B.132) had 19 co-sponsors in the Senate and 7 co-sponsors in the House.

Several months before the legislature convened, Mrs. Kelly and her small group pf concerned parents began to work with other individuals and organizations, including Oklahoma Farm Bureau, Oklahoma Farmers Union, Pro-Family, Asscciation of the W's, Eagle Forum, Women for Legislative Action, Committee for Positive Education and others to form a loosely knit coalition. A state-wide effort to educate the public as well as the legislators was launched and witnesses and testimony for an interim study and public hearings were coordinated.

Some opposition also began to surface. On November 14, 1980, under the byline of Gail Mitchel, a front page article in the Daily Oklahoma proclaimed the possibility of "legislation to prohibit use of certain educational materials in Oklahoma classrooms." State Representative Jim Fried, Chairman of the House-Senate Joint Education Committee and a staunch opponent of S.B. 132 up until the final vote, was quoted as saying that "although officials involved with state education claim classroom materials are already conservative enough, 'it is very possible that we will be presented this year with a couple of bills that might try and limit the materials used in the classroom.'"

Statements by members of the Oklahoma Education Association and the American Federation of Teachers issued statements that, "This is a matter for the local school boards and not for the state legislature."

"Local Control" Battlecry of Opposition

"Local control" was the main battlecry of opponents throughout the many hearing and debates. As expressed by Rep. Fried "I think those types of decisions are best left to local boards of education. That's the purpose of having local school districts and local boards of education. I think the legislature should respect the right of local people to control their schools."

Mrs. Kelly responds to that argument by stating "S.B. 132 is a very small step in restoring some of the parental and student rights that have become eroded through State and Federal grants." She asserts, "As long as the promotion and funding of such programs come from outside the local community, the remedy also lies beyond the local community."Besides Rep. Fried, the Oklahoma Education Association (OEA) and the American Federation of Teachers (AFT) opposition was also expressed by Karen Leveridge, president of the Oklahoma Parent Teacher Association and by Planned Parenthood of Oklahoma City. Leveridge, who admitted in an interview that the Parents' Rights Bill had not been "an issue" at the association's three day state convention, nevertheless chose to speak on behalf of the state organization. She opened her testimony at one public hearing by stating "I know that speaking against this bill is like speaking against apple pie and motherhood." Other members of local PTAs across the state expressed dismay that anyone representing parents could possibly oppose parental consent before psychological "tampering" could go on in the public schools.

At one Senate Hearing, a rabbi opposed to S.B. 132 argued that some churches and other organizations like the Boy and Girl Scouts and 4-H use similar techniques. He did not address the points raised by one proponent of S.B. 132 that "attendance at Boy and Girl Scouts and even church is optional, but school attendance is mandatory," and that "these organizations, unlike the public schools recognize rightness and wrongness. They do not assert that all values are equally valid."

Planned Parenthood "Fought It Tooth And Nail"

Planned Parenthood of Oklahoma City opposed the Parents' Rights Bill because of what they saw as a probable "negative impact on sex education programs" in the classroom. In one ACTION ALERT, Planned Parenthood supporters were urged to "express your support for values teaching techniques in the public school curriculums," because "The input to this issue can (and probably will) have a lasting effect on the teaching of family life/sexuality education and most social sciences in Oklahoma's Public Schools' current and future curriculum planning. The ability to use values clarification and other teaching techniques aimed at teaching decision making skills is important to the future effectiveness of current and future programs."

Planned Parenthood of Oklahoma City also distributed literature explaining "What Values Clarification Is All About" and had members present to testify at every hearing. One of their brochures proclaimed "...the traditional methods (of forming values) insist on a value system so obviously at odds with reality that accepting it means accepting yourself as a hypocrite," and concludes that "Values change ... because our social systems and events and demands of world change."

One S.B. 132 advocate stated "Planned Parenthood fought the bill tooth and nail. They

sent out alerts, alerts, and were at all the hearings. In fact, they were even more visible than the OEO."

Visibility was something of a mixed blessing to those opposing the Parents' Consent Bill. As Jim Fried reportedly commented at a closed door meeting with OEO representatives, "We don't want it to be said that Jim Fried and the OEO killed the Parents' Rights Bill."

Senate Bill 132 is short and, according to its proponents, "simple." It states: Section 1. All instructional material, including teachers' manuals, all films, tapes or other supplementary instructional material which will be used in connection with any research or experimental program or project shall be available for inspection by the parents or guardians of the children engaged in such program or project. For the purpose of this section, "research or experimental program or project" means any program project in any applicable program designed to explore or develop new or unproven teaching methods or techniques.

Section 2. Without the prior written consent of the parent or guardian, no student who is an unemancipated minor shall be required, as part of any applicable program, to submit to psychiatric or psychological testing, or treatment; nor may any teacher or staff personnel without such consent elicit by written survey or written examination from any student information of a personal or private nature concerning any of the following areas:

1. Religious beliefs;
2. Mental or pyschological problems potentially embarrassing to the student or his family;
3. Sexual behavior and attitudes;
4. Critical appraisals of other individuals with whom the student has a close family relationship;
5. Legally recognized privileged communication.

As reported in the September 1981 edition of The Oklahoma Union Farmer, State Representative Ross Duckett, a principle author of the Parents' Rights Bill and an eloquent advocate in guiding it through the Education Committee, advises "Parents have the right and responsibility before giving consent (to psychological testing or excercises) to satisfy themselves that the children will not be harmed, or their privacy invaded, or confidentiality of home life violated by any activity that takes place in the classroom."

Another State Representative summarized the effect of Senate Bill 132: "The bill basically does the following two things: 1) it allows parental inspection of all instructional materials used in conjunction with any research or experimental programs in schools. 2) It requires signed parental consent before any student can give psychiatric, psychological or medical examination or treatment. It's my hope that passage of the bill will correct abuses where they exist."

"Now It Is Up to Us"

Reports of administrators and educators saying that S.B. 132 "ties their hands" and that they cannot ask questions "as in the past" are interesting to Mrs. Kelly who commented "The bill really doesn't prohibit anyone in the school system from going right on with what they've been doing for years-it only requires them to notify the parents. Now that they must notify the parents of what they are using-they say they can't use it any more." One supporter of S.B. 132 remains unconvinced that it will have

the desired impact. "It all depends on the State Department of Education. Will they enforce it?" She asked.

Initial indications are that the State Department of Education is taking S.B.132 seriously. Workshops have been held to define administrative responsibility under the act and copies of S.B. 132 have reportedly been sent to public school administrators in the state to inform individual instructors about the new law.

One parent commented "Now it is up to us. We have to be alert...watch out for violations and be responsible for how the provisions are enforced. Rights and responsibilities are always entwined. We have the rights, now we must live up to our responsibilities."

POPULAR PERCEPTIONS OF THE FEDERAL JUDICIARY: NOT GOOD

--by Patrick B. McGuigan and Randall R. Rader

Two separate scientific samplings of American public opinion within the last year have shown a startling gap between the values of law/justice leaders and those of the general public, and have further demonstrated a marked lack of public confidence in the judiciary.

FPR first reported on the gap in the values between leaders in general and the public in June. Further examination of The Connecticut Mutual Life Report on American Values in the 1980's: The Impact of Belief, a survey taken in late 1980 and released in spring, 1981, reveals that law/justice leaders differ most from the general public on a wide range of religious, family, and moral issues. The chart below summarizes the differences between the general public, leaders in general, and law/justice leaders in particular on moral/social issues.

LEADERS AND THE PUBLIC ON THE MORAL ISSUES

Issues Considered Morally Wrong	Public %	Leaders %	Law & Justice %
Abortion	65	36	25
Homosexuality	71	42	30
Lesbianism	70	42	30
Smoking marijuana	57	33	19
Sex before age 16	71	55	46
Living with someone of the opposite Sex before marriage	47	32	19
Adultery	85	71	60
Pornographic movies	68	56	41
Hard drugs	84	73	58
Sex between two single people	40	31	17

(Source: The Connecticut Mutual Life Report on American Values in THe 1980's: The Impact of belief)

The Connecticut Mutual Life Report received widespread attention for somewhat unexpected data it revealed about the relationship between religious belief and political involvement. As noted earlier in FPR, the depth of religious belief was found to be much greater among the public as a whole than among leaders. Once again, however, upon further examination we found that the gap was even wider between the public and law/justice leaders, as shown in the following chart.

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Public Interest

Education update (the Heritage Foundation's publication)
513 C Street, N.E.
Washington, D.C. 20002
202-546-2211

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